

Supervising for Performance

Module 3: How to Build and Maintain a High Performance Team – 2½ Days

All the regulatory knowledge and foundational skills in the supervisory toolkit won't result in maximum performance in the workplace unless supervisors:

- Have the tools and techniques to build effective one-on-one and team communications,
- Can motivate employees to superior performance,
- Are able to bring out the best in all employees through effective coaching and training and
- Have the ability to control or manage conflict

This two and a half day, three-unit module will help supervisors to apply their foundational skills, regulatory knowledge, and technical expertise to a team environment that reflects the supervisor's performance standards. This module will allow supervisors to build and maintain teams that will sustain them as they build to superior performance.

Unit 1: Team Development

Taking Your Team to the Next Level

Unit Goal: Take a team to the next level of effectiveness. We can do this by appreciating, understanding, establishing and developing a team.

Appreciate Teams

1

Aren't teams a passing fad? What's so great about teams?

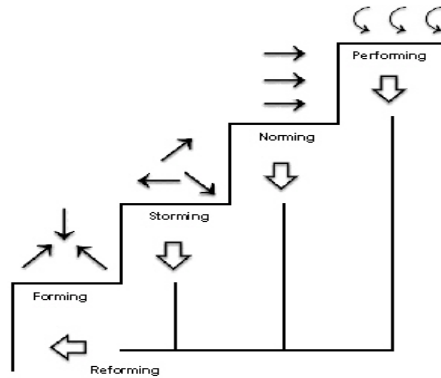
- Synergy – The whole is greater than the sum of its parts. In other words, more can be done through a team than individuals working separately.
- "Individual commitment to a group effort – that is what makes a team work, a company work, a society work, a civilization work." Vince Lombardi

Understand Teams

2

Teams/groups go through stages of development that affect the way they work together and the results they achieve. For this reason, leaders must understand the principles of team development. The Tuckman Model is one of the most accepted examples of what teams go through on their way to group-centered leadership.

The stages of transition identified in the Tuckman Model are Forming, Storming, Norming, Performing and Reforming.



Understanding the stage in the Tuckman Model is crucial to team development. What could happen if a supervisor or team leader doesn't understand the stages of team development?

- Confusion – This is what happens when a manager is lightly involved in setting goals with a Forming team.
- Micromanaging – This is what happens when a manager is heavily involved in advice with a Performing team.

Establish Teams

3

There are four steps to establish a “state of the art” team that is motivated and self-reliant:

1. Assemble the team

- More often than not, this step is already complete as you inherit an existing team. If possible, solicit people to be on your team. Strive for variety in team makeup (departments, backgrounds, skills).

2. Organize the team

- Work with the team to define the task/work to be done.
- Interview participants to find out:
 - What their strengths are
 - What their interests are
- Align the tasks/work with the people

3. Empower the team – There are three main ways to empower your team:

- Free flowing information
- Shared responsibility
- Mutual respect

4. Introduce an effective team process plan

- Team goals
- Ground rules
- Defined responsibilities of members
- Effective meetings
- Agreed-upon:
 - Problem solving model
 - Decision making model
 - Conflict management model
- Recognition and celebration

Develop Teams**4**

If leaders successfully establish a team, but fail to supply what it needs, then growth and progress may be halted. The leader must continually assess the team's status and corresponding needs. Many leaders don't realize that team developmental needs change depending on the stage/level. The following table helps leaders continually respond to changing needs.

| Stage | Task behavior | Relationship behavior | Leader Behavior |
|------------|---|---------------------------------|---|
| Forming | Introduces members to one another, clarifies the task at hand, and sets ground rules for operating. | Testing and dependence | Facilitate structure: goals, ground rules, member roles. |
| Storming | The team learns to deal with conflict and difference of opinion. | Intra-group conflict | Encourage the team to establish a problem solving climate & a norm for expressing different viewpoints. |
| Norming | Working according to its own team process and is dealing with conflict positively. The team can talk about how they are doing and make adjustments as needed. | Information seeking and sharing | Begin to share leadership and delegate freely. |
| Performing | Synergy exists, and the team makes getting the results look easy; it has come by fine-tuning team processes. | Clear roles and better morale | Jointly set new and challenging goals. |

Unit 2: Employee Development: OJT & Coaching

Solving the Supervisor's Three Major Development Dilemmas

Unit Goals: 1) Develop a team, one person at a time. Unit 1 focused on developing the team as a unit. This Unit focuses on developing individuals on the team. 2) Address three major development dilemmas:

- “I have a limited budget for training courses.”
- “My employees don’t apply what they learn in training classes.”
- “There isn’t a class for what my employees need to know.”

Coaching

1

In the purest sense, a coach helps a person to achieve his/her own goals. Coaching draws out the best in a person or a group and provides guidance and support. The leader who can create coaching relationships with employees will generally get much better results than one who does not.

When will you coach an employee? When the opportunity arises. Nearly all coaching opportunities fall into one of the five categories below.

OJT (On-the-job training)

- When an employee doesn’t have a required skill, provide OJT.

Support

- When an employee already knows how to perform a task and needs reinforcement or encouragement, provide support.

Motivation

- Provide motivation when an employee is meeting expectations, but could do better based on his/her education, experience, and ability.

Alignment

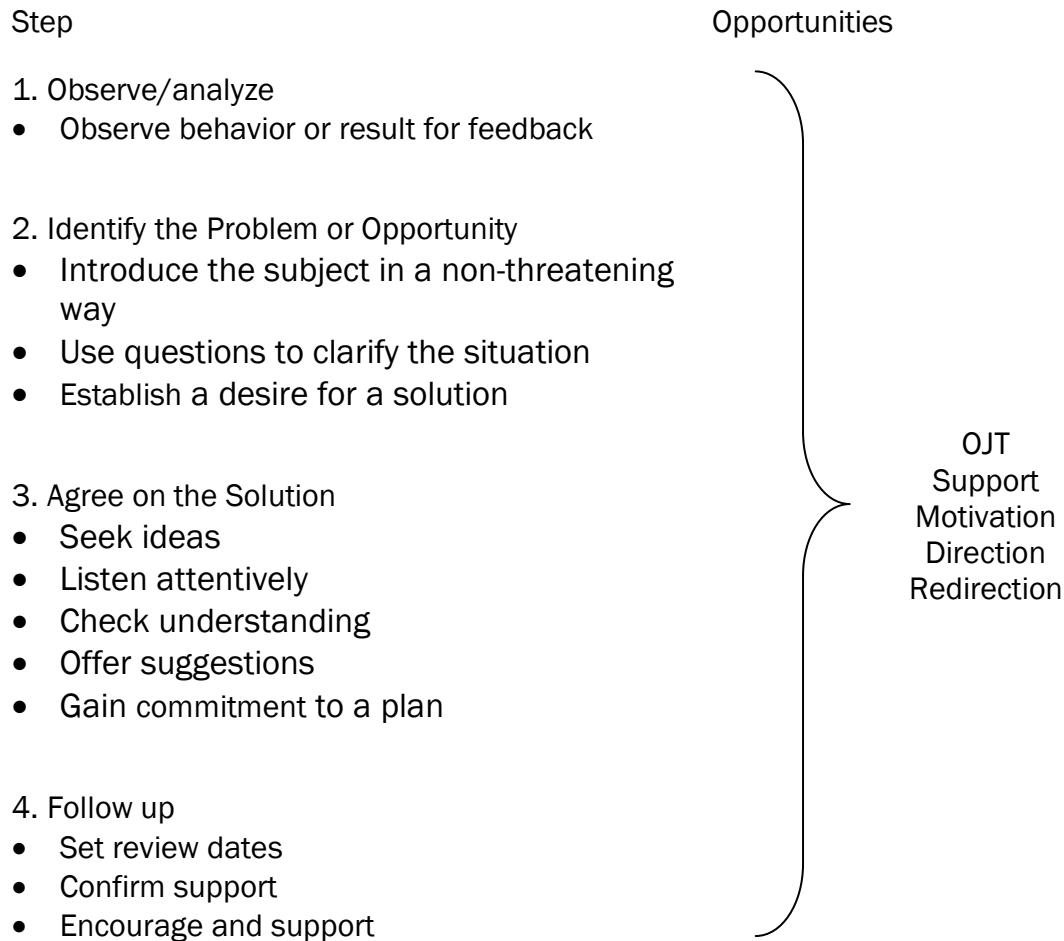
- When an employee occasionally falls below expectations or needs further improvement or development, provide alignment.

Realignment

- When an employee consistently performs below expectations, realign the behavior.

A Model for Effective Coaching

The 4-step model of effective coaching below applies to the opportunities for coaching. Although the detail of each step will vary depending on the opportunity, the model applies consistently at a high level.



Coaching Techniques

The Four-step Coaching Model is enhanced with the following techniques. After a demonstration of each, participants are given opportunities to practice.

- Coaching questions
- Well-formed outcomes
- Backtracking
- Precision
- Challenging

On-the-job Training

2

At minimum, on-the-job training (OJT) is part of the Four-step Coaching Model. Potentially, in addition to coaching, it is the second major component of employee development.

OJT originated when the first human being showed someone else how to do something. Today, humans are still showing others how to do their jobs, but informal OJT has evolved into structured OJT (SOJT), which is more than showing and telling. It is a systematic, results-oriented training method that provides a high return on your investment. The structure helps ensure consistent training, which leads to consistent work results.

The Case for SOJT

- Value: it takes training to a higher level
 - Training is consistent
 - Training is efficient
 - Training is effective
- Quality: it takes training results to a higher level

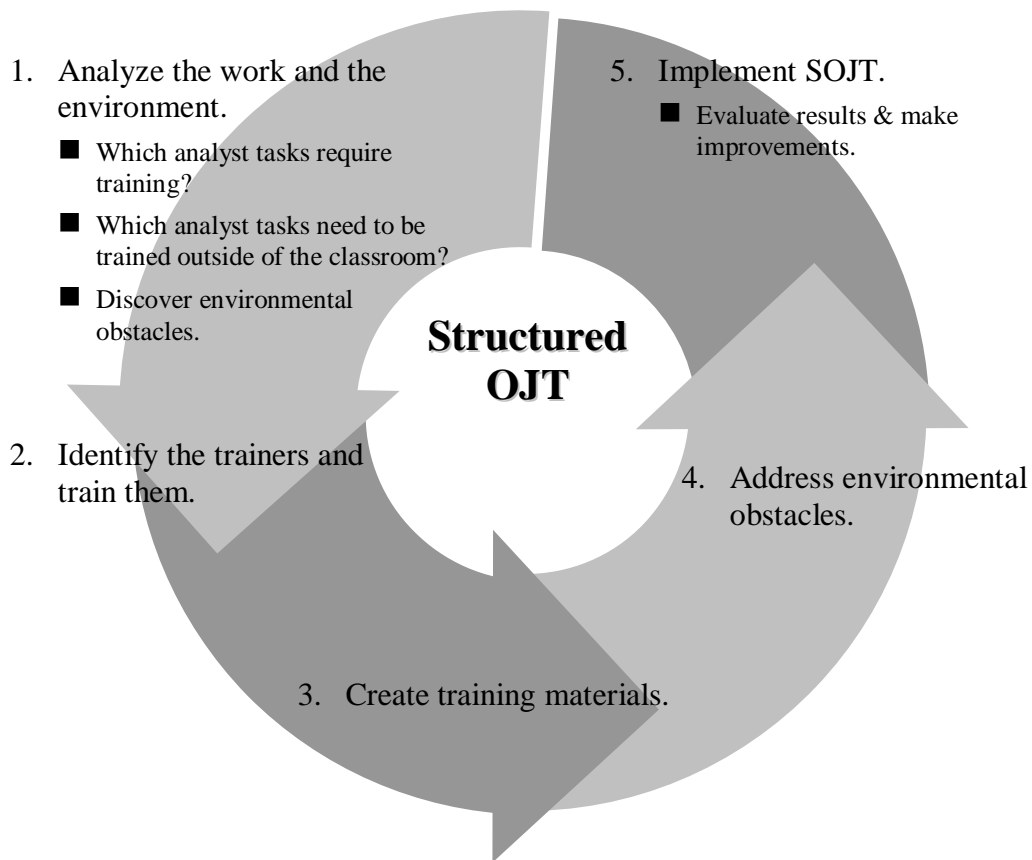
| Informal OJT | Structured OJT |
|--|---|
| <ul style="list-style-type: none"> ■ Done at or near the job site ■ Provided by peers ■ One-on-one or small group ■ Trainees takes notes while peer demonstrates ■ Unsystematic: “Let me show you. Got it?” | <ul style="list-style-type: none"> ■ Done at or near the job site ■ Provided by <i>job experts</i> ■ One-on-one or small group ■ Job experts <i>create materials</i> for trainees ■ Systematic: scheduled, consistently demonstrated, tested, and measured |

Barriers to SOJT

- Lack of management support
- “What a stickler!” syndrome
- Time commitment
- Discipline
- Pride

→ **Most organizations have OJT, but they actually need SOJT.**

What does it take to implement SOJT?



The remainder of this unit consists of taking participants through the five steps.

Unit 3: Conflict Resolution

Keeping Conflict at a Constructive Level

Unit Goal: Deal with unhealthy conflicts and to facilitate healthy conflicts. We can do this by understanding the nature of conflict, appreciating the differences with others, using the 3-F Method, and speaking the Assertive/Responsive Language.

The Nature of Conflict

1

Conflict is the tension that arises when there are differences in opinions, beliefs, behaviors, ideas, personalities, etc. Conflict is not inherently bad, but when managed improperly it can be destructive. Therefore, it's how you deal with conflict that matters.

There are five responses that give us choices when dealing with conflict:

- Avoid
- Accommodate
- Compromise
- Compete
- Collaborate

Each response is appropriate depending on the situation. Collaboration is usually the most appropriate response when dealing with team conflict.

Appreciate Differences

2

Is there such a thing as a normal person? We are tempted to live under the illusion that somewhere out there are people who are normal. "There's no such thing" says John Ortberg, author of *Everybody's Normal till You Get to Know Them*. Whether or not you agree with Ortberg, we all agree that people are different. Appreciating this unavoidable fact is one of the keys to conflict resolution.

The next time you're in conflict with a Driver, Expressive, Amiable, or Analytical behavioral style, remember his/her strengths and how these strengths benefit the team (see table below).

| Analytical | Driver | Amiable | Expressive |
|--|---|---|--|
| Primary Intent: Get It Right | Primary Intent: Get It Done | Primary Intent: Get Along | Primary Intent: Get Appreciated |
| Tendency: Perfectionism | Tendency: Controlling | Tendency: Seek Approval | Tendency: Seek Communication |
| Avoid Mistakes | Avoid Wasting time | Avoid Conflict | Avoid Rejection |
| Keep opinions and thoughts to themselves | Tell you what to do and expect you to do it | Ask you what to do or ask you to do something | Use persuasion to get you to do what they want you to do |

3-F Method

3

When the issues become emotional and tempers seem shorter and you are experiencing the pressure of personnel conflict, you are in a delicate position to diffuse the situation. How do you calm a tense situation? You can help people get control of their anger and turn the energy into a problem solving device with the 3-F Method.

Let's say that your team is upset with the way you're conducting staff meetings. Once you realize the situation, gather the facts, explore how the team feels, and then brainstorm solutions. In other words, use the team's negative energy to produce positive results.

■ **Facts — What are the objective facts?**

What happened?

What's wrong?

What are the symptoms? (Interpretation of facts)

What are the causes of the problem? (Interpretation)

What are the barriers to the problem?

Key Principle: Start with the facts and then listen for interpretation of those facts.

■ **Feelings — What are the feelings?**

What feelings are being expressed?

Key principle: Never tell people what to do about their feelings. Let people vent and they will often feel that they have been listened to. People who are listened to will often be willing to move on to the next step.

■ **Future — What do we do now?**

What are possible strategies or prescriptions?

What are some theoretical cures?

What might be done?

What specific steps might be taken to deal with the problem?

Key Principle: Start with broad ideas and move to more specific. An effective tool is Brainstorming.

Assertive/Responsive Language

4

Most of us overreact when we are dealing with a difficult person, which results in the person becoming more difficult. There are times when all the listening skills, customer service training, and “going with the energy” just don’t work. The difficult person keeps yelling at us and we become someone’s emotional punching bag.

Assertive/Responsive language is a way to tell the difficult person to “settle down” without saying “shut up.” It’s the best approach among the following responses to difficult people.

- **Aggressive**

Aggressive communication focuses on other’s difficult behavior. I use the “you” word and focus my comments on what the other person is doing.

Example: Would you shut up?

- **Assertive**

Assertive communication focuses on my feelings about the situation. I use the “I” word to express what I am thinking and feeling.

Example: I am having a hard time dealing with your behavior.

- **Assertive/Responsive**

Responsive communication focuses on input from others. I ask for help to deal with the situation.

Example: I need your help to solve this problem. I want to help you find a solution. In order to do that, however, I need you to stop using such offensive language and swearing at me. If you don’t stop swearing at me, I’m going to hang up.

- **Nonassertive**

Nonassertive communication focuses totally on what others want and on the feeling of inadequacy.

Example: I don’t have anything to contribute.